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17. ABSTRACT (MAX. 250 WORDS)

Directional procedures and techniques for administering the overall program of secondary school guidance is presented. The major emphasis of this guidance program is upon occupational, educational and social adjustment of all the pupils.

Services of the guidance, program are described at length. The key is counseling, of individuals or groups. Referrals may be necessary to the various pupil personnel services which are ennumerated. The appraisal service is concerned with gathering and evaluating data about each pupil. The administration of both local and national test programs is the responsibility of the guidance service. Administrative procedures and hints for interpretation as described. Cumulative records are kept by guidance personnel; examples of various necessary forms are included. Other services are information, placement and in-service training. The clerical responsibilities described are often carried out by a guidance clerk.

A concluding analysis of this county's program indicates that growth of services and number of personnel have enabled counselors to concentrate more directly on counseling.

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# GUIDANCE Guidelines

## HANDBOOK for Public School Counselors

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371.3Gs

# GUIDANCE GUIDELINES

# A

# Handbook

# For

# Secondary School

# COUNSELORS

Educational Materials Laboratory
Office of Education
JUN 1964
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND
William S. Schmidt, Superintendent of Schools
January, 1964

# FOREWORD

Guidance, as an integral part of the total school program, must concern itself with all pupils irrespective of indicated ability, socio-economic level, or motivational status. The circumstances which envelop our modern situation and influence our hopes and dreams for the future call for the highest level of development of each individual.

As members of the educational staff, school counselors share with teachers and administrators a unique responsibility. The knowledge and skills acquired through their educational and experiential preparation must continue to be utilized fully in guiding the youth of the County.

This revised handbook, prepared by counselors under the direction of their supervisor, sets forth directional procedures and techniques for administering the overall program of secondary school guidance. In the final analysis, however, the effectiveness of the guidance program in Prince George's County is dependent largely upon the individual counselor's seriousness of purpose, his realization of the magnitude of his accepted responsibility, his understanding of human behavior, and his acceptance of his personal and professional limitations.

William S. Schmidt
Superintendent of Schools

# PREFACE

This revised edition of Guidance Guidelines has been prepared by and for secondary school counselors to provide direction for those persons whose prime interest is in the guidance of youth in the schools of Prince George's County, Maryland.

Although no one publication or one program outline can provide the structure essential for meeting the diverse interests and needs of our young people, this handbook attempts to set forth a general framework in which guidance can function effectively in the overall school setting. Within this operational framework, counselors are urged to exercise creativity - one of the most valuable human qualities - in meeting the challenge of assisting today's youth to develop from "barges that must be towed to self-propelling ships."

Katherine Fossett

Katherine Fossett
Director of Pupil Services

# INTRODUCTION

This revision of Guidance Guidelines, A Handbook For Secondary School Counselors, consists of four parts:

PART I gives a background for guidance in Prince George's County by presenting a brief history of guidance in Maryland and in the County. A statement of the philosophy, purposes, and definition of guidance is presented within the State and County organizational framework of Pupil Services.

PART II develops the basic services of the guidance program and includes recommendations for the implementation of the program within the County. Many of the suggestions included are selected from procedures being practiced by County schools.

PART III presents an analysis of the clerical responsibilities which are being performed in the secondary school guidance program throughout the County. A chart, listing specific clerical tasks, suggests a job analysis for the guidance clerks.

PART IV summarizes the strengths of the County guidance program and, in so doing, emphasizes its dependence upon related services within the total educational system and the community.

The preparation of the revised Guidelines has involved many participants. The materials it contains have been gathered as a result of suggestions from administrators, supervisors, central staff members, and counselors. Miss Sarah Leiter contributed to the historical background, Mr. Ernest Wackwitz designed the cover, and Dr. Katherine Fossett, Director of Pupil Services, and Mr. Edward S. Beach, Jr., Director of Curriculum and In-Service

Training, reviewed, edited and implemented the publication. Mrs. Laura Swanson, Mr. George Habeeb, Miss Florence Raum, Mrs. Bernice Sheridan, Mr. Lewis Walker, Mrs. Emma Everson, Mr. Michael Grozinsky, Mr. Alonzo Grigsby, counselors, and Miss Dorothy Ehlers, counselor and committee chairman, have given much time and thought to the project. We are indebted to the Board of Education of Prince George's County for providing the resources to make the publication possible.

Gladys B. Longley
Supervisor of Secondary
School Guidance

TABLE OF CONTENTS


| PART | | Page |
|---|---|---|
| I | OVERVIEW OF THE GUIDANCE PROGRAM IN PRINCE GEORGE'S COUNTY. . . . . | 1 |
| | History of Guidance in Maryland and in Prince George's County . . . . . | 1 |
| | Philosophy, Purposes and Definition of Guidance . . . | 3 |
| II | THE GUIDANCE PROGRAM: IMPLEMENTING PRACTICES. | 5 |
| | The Counseling Service . . . . . | 5 |
| | Individual and group counseling. . . . . | 5 |
| | Referrals . . . . . | 7 |
| | The Appraisal Service . . . . . | 11 |
| | Testing. . . . . | 12 |
| | The County testing program. . . . . | 12 |
| | The State and County scholarship tests . . . . | 17 |
| | Nationwide competitive tests . . . . . | 20 |
| | Observation . . . . . | 21 |
| | Cumulative Records . . . . . | 23 |
| | Pupil's cumulative folder . . . . . | 23 |
| | Maryland Achievement and Attendance Record (CR-1) | 26 |
| | Maryland Personal Data Record (CR-2) . . . . | 28 |
| | Graduate record procedure . . . . . | 28 |
| | Preparation for microfilming . . . . . | 28 |
| | Computing rank in class . . . . . | 29 |
| | Computing quintile rank in class . . . . . | 30 |
| | The Maryland Certificate of High School Equivalence . | 31 |

PART Page

The Information Service. . . . . 43

Types of materials . . . . . 43

Acquisition of materials . . . . . 44

Board of Education purchase orders . . . . . 45

Guidance Department reimbursement forms . . . 45

Procedures and devices for the dissemination of materials 47

The Placement Service . . . . . 51

Educational and occupational placement . . . . . 51

Distribution of data to employers and post-high school admissions personnel . . . . . 51

The In-Service Training Service . . . . . 54

Staff in-service training . . . . . 54

Counselor's professional improvement . . . . . 55

The Evaluation and Research Service . . . . . 55

Evaluative criteria . . . . . 55

Suggested areas for evaluation . . . . . 56

Follow-up . . . . . 57

III THE GUIDANCE PROGRAM: CLERICAL RESPONSIBILITIES 59

The Report of the Guidance Personnel Committee . . . 59

Chart I. THE GUIDANCE PROGRAM: CLERICAL RESPONSIBILITIES . . . . . 61

IV CONCLUDING STATEMENT: PRESENT STATUS OF THE GUIDANCE PROGRAM . . . . . 64

# PART I

## OVERVIEW OF THE GUIDANCE PROGRAM IN PRINCE GEORGE'S COUNTY

### I. History of Guidance in Maryland and in Prince George's County

In the State of Maryland, guidance as an organized part of education came into being in February, 1938. At this time, the American Youth Commission of the American Council on Education proposed that a two-year grant be made by the Federal Government to Maryland for the purpose of employing a State Supervisor of Guidance. The grant was made and Dr. R. Floyd Cromwell was appointed to the position.

Dr. Cromwell travelled throughout the State to encourage the organization of orientation courses and materials and the development of units of study related to the world of work. He talked with superintendents, principals, teachers, and supervisors about the need for trained guidance personnel on each school staff. He supervised the publication of a bulletin in November, 1943, which served as a reference for the establishment of guidance services in the County schools in Maryland.

In 1945, the State Board of Education made provision for one full-time counselor for each five hundred pupils and included a provision for appropriate teaching time allowed for fractions thereof. In 1945-46, the public schools of Maryland employed seventy-five full-time and one hundred and fourteen part-time counselors.

In 1957, the State continued to move into the broader program of Pupil Services including guidance, health, psychological, pupil personnel, and

social work services. Within this framework, guidance programs continued to develop rapidly. In 1962, the number of full-time equivalent counselors was five hundred and twenty-five, more than double the number in 1957. Part of this growth was due to the impact of the National Defense Education Act of 1958, which provided for additional counseling and clerical services and supported the provision of supplementary materials.

As the number of counselors increased, the need for guidance supervisors became apparent. At the present time, there are ten full-time and fifteen part-time supervisors in the twenty-three counties and Baltimore City.

Chronologically, an organized program of guidance in Prince George's County has developed rapidly. In 1944, two part-time counselors were appointed in two junior-senior high schools, Laurel and Oxon Hill. At this time there were fifteen secondary schools with a combined enrollment of 4,280 pupils. Each succeeding year, the number of counselors increased until each senior high school and then each junior high school had guidance personnel.

The position of Supervisor of Secondary Education in charge of guidance was created in 1957, when Dr. Katherine Fossett was appointed. The guidance staff was comprised of twenty-three counselors in the twenty-two secondary schools serving a school population of approximately 23,000 pupils. During her tenure as Supervisor, the number of counselors continued to grow until there were sixty-two employed in the thirty-three junior and senior high schools. Guidance clerks were employed for the first time in the senior high schools in 1960. The present Supervisor, Gladys B. Longley, succeeded

Dr. Katherine Fossett in 1961.

The County moved the program of pupil services forward again in 1962 with the appointment of Dr. Fossett as the Director of Pupil Services. The divisions of pupil personnel, health, psychological services, and guidance comprise this department and, with the exception of guidance, these organized services extend from kindergarten through grade twelve.

With the opening of school in 1963, it is expected there will be thirty-seven secondary schools which will be served by eighty-five counselors and thirty-seven guidance clerks. The estimated pupil enrollment is 38,254.

In less than twenty years the secondary school population in Prince George's County has increased from approximately 4,000 to 38,000, the number of counselors from two to eighty-five and the clerical staff from zero to thirty-seven. At the County level, two staff positions have been added to provide central organization of pupil services.

The interest and support of the Board of Education, the administration, and the citizens of the community have made this record of growth possible.

## II. Philosophy, Purposes and Definition of Guidance

The guidance program, together with all other facets of the educational structure, is predicated upon the belief that individuals can learn to know and use themselves to their own and society's best advantage. An individual is considered as a rational being capable and desirous of learning to function satisfactorily in our American democracy.

The major emphasis of the guidance program in Prince George's County

is upon the occupational, educational, and social adjustment of all of the pupils. The resources of the school and the community are used to facilitate this educative process through individual and group activities. The school is considered as a segment of society and group mores of competencies and behavior are considered important.

Guidance may be considered as a process bearing directly upon the adjustment, orientation, and development of each pupil. This process is not synonymous with instruction or administration although it is related to both. The interdependence of the three processes should be obvious. The guidance process requires a policy to direct it, an organized program and set of procedures to fulfill its purposes, and professional competencies and attitudes to conduct it.

In Prince George's County, education is considered as a process which attempts to aid each pupil in the maximum development of his potentialities so that he may assume increasing responsibility for his own living and direction in our American society. It becomes essential in a definition of guidance to describe the emphases and methods employed to implement this philosophy.

A working definition of guidance is derived from recognition that all members of the educational team--the administration, teachers, supervisory staff, and pupil services personnel perform guidance functions. However, counselors are charged with the responsibility of implementing the organized guidance program through a set of procedures. They are committed also to constant analysis and evaluation of their services.

# PART II

## THE GUIDANCE PROGRAM: IMPLEMENTING PRACTICES

### I. The Counseling Service

#### A. Individual and group counseling

Counseling is considered the key procedure in guidance. As educators, counselors are concerned with (1) the individual in his need and capacity for self understanding and adjustment; and (2) the responsibility for educating for societal demands.

Counseling takes place with individuals and with groups of individuals. In the secondary schools, individual counseling involves any one-to-one relationship between a pupil and a counselor where there is discussion of a definable problem. Individual counseling takes place on several levels, from the simple conversation to the prolonged series of scheduled interviews. Each pupil is to be provided an opportunity for at least one unhurried private conference each semester. The counselor should budget his time so that pupils are aware of his scheduled availability for counseling. Requests by pupils and faculty for conferences are to be given priority. The counseling service thus becomes a combination of interviews initiated and scheduled by the counselor, and of interviews requested by pupils and faculty. An open door policy is a good one for a counselor to follow but the responsibility of extending the counseling service to all pupils cannot be negated by the lack of initiative on the part of the pupil.

Individual conferences are scheduled for the purpose of discussing

topics related to progress in academic work, emotional development, health, choice of future education, vocations, and the establishing of suitable social and personal limits of behavior. Re-scheduling may be necessary in some cases. The counselee should be aware that the content of the counseling session and the notes recorded on the routine cumulative conference report are considered confidential and will be transmitted only when other professional personnel can be of assistance.

Group counseling involves a number of persons with a common problem or set of problems. Group counseling is distinguished from group activity such as Career Day in that group counseling, although it may include information giving, is primarily centered around group discussions that are concerned with problems.

Secondary school counselors are not to act as group therapists. Rather, group counseling is to be considered as the use of a group of peers, under the leadership of a counselor, to consider common problems. Sessions may be centered around topics such as college attendance, orientation of new pupils, causes of failures, occupational trends in the technological age, and group mores.

## Additional Suggestions and Procedures

The following are suggestions related to both individual and group counseling. The counselor should work with the following:

- Underachievers.
- Failing pupils (particularly after grading periods).
- Causes for persistent absenteeism and excessive tardiness.
- Health problems.
- Personal-social problems.

- Transition between schools.
- Schedule planning (immediate and long range).
- Post-high school educational plans.
- Post-high school occupational plans.
- Armed Forces.
- Summer employment.
- Part-time employment during the school year.
- Intra-school relationships with faculty and fellow pupils.
- Pupils of high potential.

The following are suggestions related to group counseling:

- The project should be started cautiously with those pupils who are willing to participate.

- The climate for discussions should be permissive but purposeful.

- Role playing may be used as a technique.

- The size of the group, time for meetings, place for meetings, and similar considerations should be identified.

- Whenever a decision to invite other school personnel needs to be made, it should be a cooperative decision respecting the needs of counselees and counselor.

- A knowledge of group dynamics and group leadership is essential.

- The principal, as is the case for all group activities, must make provision for physical arrangements, time within the school day, and motivation of the staff and students. Planning is essential.

B. Referrals

Referrals for pupil personnel services frequently need to be made as a result of counseling. These referrals may originate from the teachers, the principal, the nurse, or counselor. Referral forms are provided by the pupil personnel worker assigned to the school or directly from the central office. Upon receipt of the referral request, the pupil personnel worker contacts the proper agencies (within or outside the school system) and advises the school personnel of the action taken. Questions may be

directed to the assigned worker or to the Supervisor of the Department of Pupil Personnel.

Referrals to psychological services are channeled through Pupil Personnel to the Department of Psychological Services.

Referrals to special education are made through the Department of Pupil Personnel. Questions may be directed to the Supervisor of Special Education.

Referrals to the reading specialist and reading clinic are an important guidance service. Such referrals are based upon examination of pupil data and upon conferences with teachers, the pupil concerned, and his parents. Questions may be directed to the reading teacher within the school or to the Supervisor of Reading and Study Skills.

Referrals to outside agencies are cleared through the Department of Pupil Personnel in order to insure that there will be no duplication of efforts. This does not mean that counselors may not be in contact with such agencies as Family Service, but it does mean that the pupil personnel worker should be made aware of the contact.

Common causes for referrals are: excessive absence, suspected physical difficulties, suspected emotional problems, suspected mental retardation, difficult family problems, and suspected reading disability.

PG-16

PRINCE GEORGE'S COUNTY
*Board of Education*
Upper Marlboro, Maryland

LUNCH HOUR _____

DISMISSAL TIME _____

# REQUEST FOR PUPIL SERVICES

DATE: _____ SCHOOL: _____ PUPIL PERSONNEL WORKER: _____

## 1. IDENTIFYING INFORMATION:

NAME: _____ (LAST) (FIRST) (MIDDLE) DATE OF BIRTH: _____ GRADE: _____

P.O. ADDRESS: _____ HOME PHONE: _____

DIRECTIONS TO RESIDENCE (RURAL AREAS): _____

REFERRED BY: _____ (NAME OF TEACHER OR COUNSELOR) PRINCIPAL'S SIGNATURE: _____

## 2. FAMILY BACKGROUND:

| PARENTS OR GUARDIANS | | | BROTHERS AND SISTERS | | | |
|---|---|---|---|---|---|---|
| | FATHER | MOTHER | NAME | BIRTHDATE | GRADE | SCHOOL ATTENDING |
| NAME | | | | | | |
| OCCUPATION | | | | | | |
| EMPLOYED BY | | | | | | |
| WORK ADDRESS | | | | | | |
| | | | | | | |
| | | | | | | |
| WORK PHONE | | | | | | |

*Status of Home:* BOTH PARENTS IN HOME_____ SEPARATED_____ DIVORCED_____ LIVE IN HOUSE_____ LIVE IN APT. _____

*Other Situations Such As:* 1) FOSTER CHILD_____ 2) ADOPTED CHILD_____ 3) FOSTER OR ADOPTED SIBLINGS_____

OTHERS IN HOME _____

## 3. HEALTH HISTORY:

VISION SCREENING: DATE _____ RESULTS _____

HEARING SCREENING: DATE _____ RESULTS _____

NAME OF FAMILY PHYSICIAN _____ PHONE _____

HAS PUPIL BEEN SEEN BY ANY CLINIC?_____ NAME _____ DATE SEEN _____

DESCRIBE HEALTH OF PUPIL (INCLUDE KNOWN ABNORMALITIES) _____

## 4. REASON FOR REFERRAL: *(Be Specific)* _____

## 5. SCHOOL HISTORY:

(A) ATTENDANCE PRIOR TO CURRENT YEAR

| YEAR | GR | TOTAL DAYS ABSENT | TOTAL DAYS PRESENT | SCHOOL ATTENDED | YEAR | GR | TOTAL DAYS ABSENT | TOTAL DAYS PRESENT | SCHOOL ATTENDED |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

DATES OF SESSIONS ABSENT AND/OR TARDY - SCHOOL YEAR ENDING JUNE 30, 19____.

TO BE OBTAINED FROM TEACHER'S REGISTER

| | PUT X ON DATES OF ABSENCES; CIRCLE DATES OF TARDINESS | AB | PRES | TARDY |
|---|---|---|---|---|
| SEP | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | |
| OCT | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | | | |
| NOV | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | |
| DEC | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | | | |
| JAN | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | | | |
| FEB | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 | | | |
| MAR | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | | | |
| APR | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | |
| MAY | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | | | |
| JUN | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | |

MONTHLY TOTALS

(B) TEST RESULTS *(Please copy from the cumulative record test results in detail. If none are on record, write "No tests available" in the blank.)*

| INTELLIGENCE TESTS *(Group & Individual)* | | | TEST RESULTS | | | |
|---|---|---|---|---|---|---|
| DATE | GRADE | COMPLETE NAME OF TEST | C.A. | M.A. | I.Q. | %ILE |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| ACHIEVEMENT TESTS *(Use Rubber Stamps)* | | | |
|---|---|---|---|
| DATE | GRADE | NAME OF TEST | RESULTS OF SUBTESTS IN %ILE AND/OR GRADE EQUIVALENT |
| | | | |
| | | | |
| | | | |
| | | | |

*Do Not Write Below This Line*

*Do Not Write Above This Line*

*Page 3*

(C) CURRENT SCHOOL PERFORMANCE

*(Elementary - Check Appropriate Block)*

| | POOR | FAIR | GOOD |
|---|---|---|---|
| READING - WORD RECOGNITION | | | |
| READING - COMPREHENSION | | | |
| ORAL ENGLISH | | | |
| WRITTEN ENGLISH | | | |
| SPELLING | | | |
| SOCIAL STUDIES | | | |
| ARITHMETIC - REASONING | | | |
| ARITHMETIC - COMPUTATION | | | |
| ATTENTION SPAN | | | |
| MEMORY SPAN | | | |
| ABILITY TO FOLLOW DIRECTIONS | | | |

*(Secondary - List Grades Shown On Report Cards)*

| SUBJECTS | REPORTING PERIOD | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | S | 3 | 4 | S | F |
| | | | | | | | |
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| | | | | | | | |

6. **COMMENTS FROM PERSON REFERRING THE PUPIL:** (SECONDARY SCHOOLS SUBSTITUTE PROGRESS REPORTS)

(A) PUPIL'S ATTITUDE TOWARD

(1) SCHOOL: _____

_____

(2) TEACHER: _____

_____

(3) CLASSMATES: _____

_____

(B) PUPIL'S REACTION TO

(1) SUCCESS: _____

_____

(2) FAILURE: _____

_____

(3) CRITICISM: _____

_____

(C) AREAS IN WHICH PUPIL IS MOST SUCCESSFUL (SPECIAL TALENTS, INTERESTS) _____

_____

(D) ADDITIONAL OBSERVATIONS ABOUT PUPIL'S NEEDS, BEHAVIOR, PROBLEMS, ETC. _____

_____

_____

## 7. RECORD OF SCHOOL'S EFFORTS TO HELP THE PUPIL:

(A) THE STEPS SHOWN BELOW SHOULD BE COMPLETED PRIOR TO REFERRING THE PUPIL TO THE DEPARTMENT OF PUPIL PERSONNEL. PLEASE RECORD THE RESULTS OF EACH STEP AS IT IS COMPLETED. COMMENT BRIEFLY ON THE ACTION TAKEN AND THE OUTCOMES. PLEASE INITIAL EACH ENTRY IN THE SPACES PROVIDED.

| STEP | DATE | ACTION TAKEN AND OUTCOMES | INITIALS |
|---|---|---|---|
| (1) TEACHER - PUPIL CONFERENCE(S). | | | |
| (2) TEACHER - PARENT CONFERENCE(S). | | | |
| (3) TEACHER DISCUSSES CASE WITH APPROPRIATE PERSON IN SCHOOL. *(Principal, Vice Prin., Counselor, Nurse Aide)* | | | |
| (4) PUPIL CONFERENCE(S) WITH APPROPRIATE PERSON IN SCHOOL. *(Principal, Vice Prin., Counselor, Nurse Aide)* | | | |
| (5) PARENT CONFERENCE(S) WITH APPROPRIATE PERSON IN SCHOOL. *(Principal, Vice Prin., Counselor, Teacher, Nurse Aide)* | | | |
| (6) PRINCIPAL SHOULD BE ACQUAINTED WITH CASE IF PUPIL IS NOT KNOWN TO HIM. | | | |
| (7) BUILDING CONFERENCE(S) WITH PUPIL PERSONNEL WORKER. *(Other personnel external to the referring school may be included.)* | | | |
| (8) PUPIL PERSONNEL WORKER ACCEPTS REFERRAL OR RECORDS ACTION TO BE TAKEN. | | | |

(B) HOW DO THE PARENTS VIEW THIS PROBLEM? _____

_____

(C) CHECK (✓) THOSE SPECIAL SERVICES TO WHICH THE PUPIL WAS REFERRED PREVIOUSLY:

___ PUPIL PERSONNEL DEPT.
___ PSYCHOLOGICAL SERVICES
___ READING CLINIC
___ HOME TEACHING
___ SPEECH THERAPY
___ VISION-HEARING SCREENING
___ SPECIAL EDUCATION (FOR PLACEMENT)
___ PUBLIC HEALTH NURSE
___ REMEDIAL READING
___ SCHOOL NURSE (SECONDARY)
___ SCHOOL COUNSELOR (SECONDARY)
___ OTHER

*Do Not Write Below This Line*

## II. The Appraisal Service

The appraisal service is concerned with adequate assembling, housing, and use of data about each pupil who is or has been enrolled in the school system. These data include information in at least nine areas of individual development. These areas are: home and environmental conditions, educational performance, health, abilities and aptitudes, interests, leisure activities, social and emotional adjustment, work experience, and future educational and vocational directions.

In assembling data about pupils, each school's guidance staff is responsible for supervising and contributing to the formulation and maintenance of a cumulative record system. A system of cumulative records including progress reports, subject grades, test results, health records, and selected guidance notes is necessary in order to provide the systematic gathering and use of information about the pupil.

In housing data for effective use, dependent on physical facilities and school policy, all records of pupils are kept in a central, accessible, and secure location, preferably within the guidance suite. Cross referencing is to be used where it is not possible to house all data about a pupil in one place.

In using data, the guidance staff is responsible for providing analyses and summarizations for use by the guidance staff, the administration, the teachers, the County and, in some instances, the State. Transcripts and recommendations are sent by the guidance staff to post-high school admissions personnel and to prospective employers.

Administrative procedures such as grouping and scheduling are based,

in part, upon these data. The staff is responsible for assisting teachers and administrative personnel in interpreting and using pupil data.

Dr. Thomas G. Pullen, Jr., State Superintendent of Schools, in December, 1960, described succinctly the use of pupil data. "In helping the pupil to learn, the teachers and other school personnel work closely with parents, interpreting to them information about the pupil's ability and achievement in school and receiving in turn information about the pupil's development which the parents think may be helpful. The pupil's cumulative records may be used as a basis for mutual exchange of information with parents and are available to the parents or legal guardians for discussion in a conference with appropriate school personnel...."

The guidance staff realizes that the policy regarding the implementation of the above statement is made at the administrative level and that it is the responsibility of the staff to know the policy and to work within its limits.

In Prince George's County, the appraisal program and procedures outlined below are used to provide these data about pupils.

A. Testing

Testing in the secondary schools is the responsibility of the guidance staff and is considered in three groupings:

1. The County testing program
2. The State and County scholarship tests
3. Nationwide competitive tests

1. The County testing program

The County testing program has evolved from discussions by a representative group of principals, counselors, and supervisors.

The tests currently included in the program were selected because of their validity in measuring the outcomes of the County instructional program and their usefulness in evaluating rate of pupil progress. The tests provide measures of achievement, intelligence, and aptitude.

Although the testing program is coordinated by the Supervisor of Testing and Research, the administration and implementation of the program in the secondary schools is the responsibility of the principals and the counselors. It is important that counselors be familiar with all aspects of the program and it is expected that they will be fully aware of the minimum standards of test administration, the procedure for ordering test materials, the preparation of answer sheets, and the utilization of the test results in counseling pupils. Should any aspect of the program not be entirely clear, the counselor should call the Supervisor of Testing and Research at the Board of Education.

The tests which are currently in use in the program, indicated by grade and time of administration, are as follows:

| Grade | Test | Time Administered |
|---|---|---|
| 1 | Lee-Clark Reading Readiness | Beginning of school year |
| | Lorge-Thorndike Intelligence, Primary 1 | " " " " |
| 3 | Metropolitan-Achievement Tests, Primary II | " " " " |
| | Lorge-Thorndike Intelligence, Primary 2 | " " " " |
| 5 | Lorge-Thorndike Intell. V and NV | " " " " |
| | Iowa Tests of Basic Skills, Form 1 | " " " " |

| Grade | Test | Time Administered |
|---|---|---|
| 6 | Iowa Tests of Basic Skills, Form 2 | Beginning of school year |
| 7 | Iowa Tests of Basic Skills, Form 1 | " " " " |
| | Lorge-Thorndike Intelligence, V and NV | " " " " |
| 8 | Differential Aptitude Tests | Middle of school year |
| 9 | Iowa Tests of Educational Development Form Y-3S | " " " " |
| 10 | Lorge-Thorndike Intelligence Verbal | Beginning of school year |
| 11 | Iowa Tests of Educational Development Form X-3S | Middle of school year |

a. Ordering test materials

Toward the end of the school year, the County testing office will send to the school a form on which the necessary test materials in the prescribed program are to be requested. Test materials should be requested in sufficient quantity to assure efficient administration. The number of test booklets required will depend on the maximum number of pupils who will be taking the test at the same time since the booklets are reusable. The form is returned to the testing office whose personnel will purchase the test materials. The test materials will be distributed to each school prior to the beginning of the school year, i.e., about the third week in August. Test booklets and other reusable materials are to be kept in the school if provisions for adequate security are available.

b. Administering the tests

The recommended procedure is for a classroom teacher who

regularly meets the pupils to administer the tests with the counselor coordinating and supervising the entire operation. The counselor is responsible for establishing a time schedule, distributing materials, and collecting them after the test. He is responsible also for orienting teachers in the nature and purposes of standardized tests. In those situations where it seems to be more practical for the counselor to administer the tests to groups of pupils, the regular classroom teachers should be as closely involved as possible. The physical conditions under which tests are administered should be as optimum as possible. Instructions and time limits given in the manual must be strictly followed. Test administrators should be thoroughly familiar with the test and the manual before giving it. It is sometimes useful for a counselor to have taken the test before administering it. An explanation of the purpose of the test may increase pupil motivation.

After the tests for a given grade have been administered, the answer sheets should be sent to the testing office to be scored. The order of arrangement of the answer sheets must be identical to the order in which the counselor lists the pupils on the class record sheets provided by the testing office. The order in which the answer sheets are arranged and listed on these class record sheets is determined by the individual school. For example, if a school wants the pupils listed alphabetically by section, then all the answer sheets for the particular test must be arranged alpha-

betically by section. Each section should be labeled and separated by a rubber band. The class record sheets, with the pupils' names and school information typed or in pencil, must accompany the answer sheets.

All those pupils who were absent on the scheduled testing day are tested by the counselor. If it is planned to administer the "make-up" tests immediately following the regular testing, the "make-up" answer sheets should be included with those of the rest of the pupils. However, sending the answer sheets for scoring should not be delayed for a small number of frequent absentees. Scores for such pupils can be added later.

c. Using the test results

Since test scores are converted to percentiles, the counselor should be sufficiently familiar with the concept of the percentile in order that interpretations to teachers, pupils, and parents are completely meaningful. The counselor will receive from the testing office at least two copies of the class record sheets with the test results so recorded in percentiles. Additional copies are available upon request. Accompanying the class record sheets are pupil profile blanks on which the profile of the individual pupil's scores can be drawn. The profile is a useful instrument for informing the pupil and his teachers of his strengths and weaknesses, disparities in performance levels, and future expectations in the various subject areas. Major emphasis should be placed on

determining whether the pupil is achieving at a rate commensurate with his indicated ability.

Other uses of test results are:

Identifying pupils with superior and limited abilities.
Guiding pupils into programs in which their chances of success are greatest.
Resolving grouping procedures.
Deriving school norms as a basis for evaluating an individual's achievement in that school and evaluating the effectiveness of the instructional program.
Planning in-service training programs designed to improve staff competency in using test results.

Two notes of caution must be cited. First, in the interpretation of any test score, consideration should be given to the extent to which that score may have been influenced by such factors as interest, motivation, cultural deprivation, physical handicaps, and poor testing conditions. Even when the best of conditions prevail, test scores are estimates, not precise points. Secondly, a test score should be used in conjunction with all other available information about the pupil and should never be used as a single determinant in providing guidance services.

2. The State and County scholarship tests

Tests for the State and County scholarship programs are administered on scheduled Saturdays by proctors who are designated on a rotating basis from the counseling staff by the Supervisor of Secondary School Guidance.

a. The Multiple State Scholarship Examination is held annually in one of the County schools on a date announced by the State Scholarship

Board. This examination is administered to candidates for the three State Scholarship programs.

(1) The Senatorial scholarships are awarded on a rotating four-year basis or as interim vacancies occur. Therefore, these scholarships are not automatically available in each institution each year. The counselor helps the pupil to determine the availability of a scholarship in the college or colleges of his choice through consulting the materials sent to the school. Colleges participating in the Senatorial Scholarship Examination are:

Hood College
Morgan State College
St. John's College
Western Maryland College
The Johns Hopkins University
University of Maryland
Charlotte Hall Academy
Maryland Institute
Peabody Conservatory
Washington College
St. Mary's Seminary Junior College
Maryland State College-Princess Anne

(2) Scholarships in teacher education: One hundred seventy-one four-year scholarship awards are available each year, allocated according to the number of members in the General Assembly for each County and for each legislative district in Baltimore City. The potential value of each scholarship is $2,000 with a maximum yearly allotment of $500. Colleges participating in the Maryland Teacher Education Scholarship program are:

College of Notre Dame of Maryland
Hood College
Loyola College
Mount Saint Mary's College
Saint Joseph College
Columbia Union College
Goucher College
The Johns Hopkins University
Maryland Institute
Peabody Conservatory of Music
Washington College
Western Maryland College

(3) General State tuition scholarship: One hundred seventy-one four-year scholarship awards are available each year, allocated according to the number of members in the General Assembly for each County and for each legislative district in Baltimore City. Tuition only is provided to the maximum amount of $500 annually, or $2,000 total, for colleges within the State. Counselors are responsible for checking the specific requirements as outlined in the State bulletin which arrives in the fall.

Candidates for Charlotte Hall Academy, a preparatory school, take an examination at the same time and place as those applying for the Multiple State Scholarship program. The examination is not the same, however. Counselors may consult a directory of private schools for a full description of the school.

(4) The War Orphans scholarships: The War Orphans' awards were established by the Maryland General Assembly to provide a certain measure of financial aid to those children who lost one or both parents during World War II. The State will pay up to $500 per year to the approved in-state or out-of-state institution selected by the student.

(5) State College tuition grants: No tuition fees are charged to Maryland students who enroll in the teacher preparation curriculum at any one of the five state colleges. Students under this program must agree to teach in the public schools of Maryland

for at least two years after graduation from college. The five participating colleges are:

Coppin State College
State College at Bowie
State College at Towson
State College at Frostburg
State College at Salisbury

(6) Teacher education grants: The General Assembly of Maryland also provides tuition or fixed charges for Maryland residents pursuing a teacher education curriculum on a full-time basis at:

Maryland State College
The University of Maryland
Morgan State College

This assistance is not based on a competitive examination, but is available to all qualified students who apply for it.

b. The County scholarship program

Each year several scholarships are made available to high school seniors by local organizations. The examination is held in the spring, tests are scored by the County Testing and Research Department, and the results are given to the organizations. Announcement of the participating organizations and the examination regulations is sent from the County Board of Education to the senior high schools. The counselors implement the program.

3. Nationwide competitive tests

a. The national college placement tests

Counselors administer the tests which originate from testing centers other than those of the County and State. These tests include the Preliminary Scholastic Aptitude Test (P. S. A. T.), the

College Entrance Examination Board Tests (C.E.E.B.), the American College Testing Program (A.C.T.), and the National Merit Scholarship Qualifying Test (N.M.S.Q.T.). These tests are scheduled independently although the County designates the testing locations.

B. Observation

The concept of observation as an appraisal service technique, from the guidance point of view, involves a synthesis of subjective and objective perception. It includes appraisal by administrators, teachers, counselors, and other related personnel. A written record of observations is to be kept in the pupil's cumulative folder. Constant use of these records will enhance the appraisal technique.

It is the responsibility of the guidance program generally, and the counselor specifically, to supplement individual observation by using the observations made by all other personnel involved. The individual and group relationships of pupils at all grade levels are fields for observation. In-school and out-of-school activities are part of the total observation pattern.

Some specific media through which observation data are gathered are as follows:

Conference Notes:

Each pupil's cumulative folder contains routine reports of each interview which the counselor has with the pupil. These notes may be very brief or more lengthy as needed. Dated notes relative to parent-teacher-pupil conferences, referrals to outside agencies, academic and vocational plans, problems discussed with indication of the disposition or adjustments made, and names of personnel included are important entries.

References to materials of a controversial or confidential nature are noted on this routine cumulative conference form; details are in a private file. The housing and use of this private file is decided by the principal.

Anecdotal records, pupil questionnaires, autobiographies.

Progress reports, personality and activity ratings by teachers and other school personnel.

Extra-curricular reports, awards for in-school and out-of-school activities.

Sociometric devices.

Building conferences.

## Additional Suggestions and Procedures

The following are suggestions related to observation:

- A Building Conference is a meeting of personnel concerned with a particular problem within a school. Most often there are in attendance the pupil personnel worker, the principal, nurse, counselor, teachers involved, and representatives of outside agencies, if necessary. Information and observations are exchanged and recommendations are made as to what procedures are to be followed. Requests for consideration of specific problems come from many school personnel and close cooperation with the principal is essential.

- The guidance staff is responsible for the organization of a program to make teacher appraisal of pupils possible.

- It is recommended that junior high school counselors implement the pupil-appraisal-by-teachers program so that pupils are appraised in the early spring at each grade level.

- It is recommended that senior high school counselors implement the pupil-appraisal-by-teachers program so that pupils are appraised in the early spring of the sophomore year and at the close of the junior year. Teacher appraisal during the senior year is used for occupational and educational recommendations and placement.

## C. Cumulative Records

### 1. Pupil's cumulative folder

Maryland law requires that adequate pupil records be kept and makes the local administrative body responsible for keeping records of all pupils who have been in the school. At the elementary school level, the teacher is responsible for making and keeping a cumulative folder for each child. This folder contains a record of his enrollment, attendance, and academic and social progress through school. It should always be in the school in which the child is enrolled.

Counselors should be aware of the opinions expressed by the State Superintendent of Schools and the County Superintendent concerning the availability of cumulative record information to parents of pupils enrolled in the public schools. The following excerpt from a bulletin issued by the County Superintendent on January 10, 1961, states these opinions:

"Records are effective only to the extent that they are accurately kept and fully used by personnel concerned with helping the child in the school situation. It is suggested that each local unit conduct a continuing program of in-service education in the preparation and use of records. All school administrators should be aware of the following statement:

> 'School administrators and teachers recognize that in the education of children they act as the agent of the parents or legal guardians and that parents or legal guardians are entitled to full information about the child.'

This means that all records concerning a child which are kept at

the school should be available for use at any conference about the child. Also, if parents or legal guardians request the opportunity to see their child's records, the records should be made available to them in a conference with appropriate school personnel. Therefore, any records kept by the school should contain only material understandable and useful to the parent or legal guardian when interpreted by school personnel."

Counselors may consult their principal or the Supervisor of Guidance should there be a question of interpretation of the quoted excerpt.

A committee appointed by the Superintendent of Schools in 1962 made recommendations relative to the contents of a pupil's cumulative folder. As a result, a bulletin was sent to all schools advising them that certain items are to be taken out of all folders when they are transferred from the elementary to secondary schools. These include:

1. Answer sheets or booklets after profiles of test scores have been checked for accuracy.

2. Pupil Questionnaires after the information has been transferred to the cumulative record card.

3. Excuses for absences, letters from parents, and other similar material which does not seem of value in understanding the child or his family background.

Items to be in pupil's folders when they are received at the junior high school;

| FORM | FILED IN PUPIL'S FOLDER | |
|---|---|---|
| | All Pupils | May not be in the folder. If there, it should remain there. |
| 1. CR-1 | X | |
| 2. CR-2 | X | |
| 3. CR-6 | | X |
| 4. CR-7 | | X |
| 5. CR-8 | | X |
| 6. CR-9 | X | |
| 7. Request for Pupil Services | | X |
| 8. Profile of Test Scores | X | |
| 9. Report Cards | X | |
| 10. Speech Cards | | X |
| 11. Individual Psychological Test Report | | X |
| 12. Reading Clinic Report | | X |
| 13. Reading Check List | | X |
| 14. Standardized Test P.G. 17 Record Card | X | |

When the pupils' folders are received at the senior high school, they should include those items designated above. In addition, each pupil's folder should contain a form which gives a cumulative description of of interviews, conferences, and observations of his behavior. Each school may develop its own form. However, the notes should be brief, informative, and cumulative. An entry may be cross-referenced to other information and should be initialed by the counselor responsible for the entry. Pertinent health notes should be included at both the junior and senior high school levels.

All cumulative folders of graduates and drop-outs should be kept in the school's inactive files for five years. The CR-1 must be kept on file indefinitely.

2. Maryland Achievement and Attendance Record, (CR-1)

The CR-1, prescribed by the Maryland State Department on Education is used for both elementary and high school---the face of the card for the elementary school record and the back of the card for the secondary school record. The card is printed on card stock and on paper. The stock card is for use as the permanent record while the paper form may be used as the transcript or transfer to out-of-state schools when the original is not reproduced by photostat.

Detailed instructions for the completion of all State forms, including the CR-1, are found in the "Manual of Instructions for Cumulative and Permanent Records", Volume XXXV, Number 1, published by the Maryland State Department of Education, September, 1957. The supplement to the Manual, prepared by the Board of Education of Prince George's County in September, 1960, should be used in conjunction with it.

Additional Suggestions and Procedures

. Every counselor and guidance clerk should have a copy of the "Manual of Instructions for Cumulative and Permanent Records", which may be obtained from the Supervisor of Pupil Personnel. Directions must be followed exactly as specified except where they have been modified by the Prince George's County supplement.

. Information must be accurate, legible and completely up-to-date.

- Student assistants must not be involved with or have access to pupils' records.

- Records should be checked for accuracy and completeness after midterm and final grades have been recorded. In some schools the principal assigns school personnel other than the guidance staff to record grades.

- The cumulative record, along with the other information in the pupil's cumulative folder, should be accessible for teacher and administrative use. It is recommended that teachers who are working with the records be made comfortable in the guidance suite. This procedure has the advantage of the counselor's being readily available for answering questions and for directing the teacher to other sources.

- The CR-1, wherever possible, should be filed in the pupil's cumulative folder so that it becomes an integral part of the total information about the pupil.

- When a pupil transfers from another school, a request for his records should be made in writing. The Prince George's County postcard (PG 13) may be used. It is the responsibility of the sending school to send the cumulative folder, including the original CR-1, immediately upon receipt of the request for the records. The counselor of the receiving school should telephone the counselor or principal of the sending school if the folder is not received within a reasonable period of time.

- The seventh grade counselor is responsible for seeing that the secondary side of the CR-1 is started for each pupil entering the seventh grade from the feeder elementary schools and for any other junior high school pupils entering the seventh grade and not previously enrolled in a county school.

- The name of the pupil should be typed on the CR-1. The spelling of the name should be as it will appear on the diploma when the pupil graduates. It is suggested that a form be sent to the parents of a pupil about to enter the seventh grade and to the parents of all new pupils asking them to state the pupil's name correctly. Some schools may prefer to get this information after the pupil is actually enrolled in the seventh grade. Others may work with the sixth grade feeder schools; the method should be tailored to suit needs and convenience of individual schools.

- The pupil's complete home address should be typed in the lower left hand corner.

- Item 14, "Standardized Tests" should be used only when a pupil is:

  Transferring to a school outside the county
  Graduating
  Withdrawing from school

  In these three instances, the latest county-wide test scores should be used. All other test scores of the County testing program should be entered on the County test card.

- The ninth grade counselor is responsible for the accurate completion of all cumulative folders before they are sent to the senior high school. A careful check should be made to see that all data have been recorded and all irrelevant material has been removed.

- Grade level counselors are responsible for completion of all records of their grades.

3. Maryland Personal Data Record (CR-2)

With the increased emphasis of employers and college admissions' personnel upon the recommendation of the counselor, it becomes important that an up-to-date record of the pupil's activities and citizenship be maintained. Entries should be made by the counselor from information gathered in interviews with parents, pupils, and faculty.

The green Pupil Questionnaire (PG 15) may be used to gather information initially. However, interviews should validate and update information. Counselors should initial entries made on the CR-2.

4. Graduate record procedure

a. Preparation for microfilming

The senior counselor is responsible for the preparation of senior records for microfilming at the County Board of Education. It is essential, therefore, that specific directions be followed.

(1) The records must be accurate, legible, and complete.

(2) All information requested on the card should be supplied including the year of graduation, type of diploma issued, total graduates, pupil's rank in class, quintile, and unit summary with credits totaled.

(3) The kind of course completed as indicated on the card must be the same as the kind of diploma issued.

(4) The pupil's name should be typed on the card. Every effort should be made to have the name as it appeared on the diploma when the pupil graduated.

(5) The pupil's address should be typed in the lower left hand corner.

(6) The names and scores of the latest standardized tests which were given as part of the County testing program should be entered in item 14, "Standardized Tests". There should be an I.Q., expressed as a percentile, for every graduate.

(7) When the completed cards are brought to the central office for approval and microfilming, they should be arranged in the order that the names appeared on the diploma list.

(8) A schedule for microfilming is sent to each school immediately before the annual June check-out required of each principal.

(9) The total number of graduates must coincide with the number which the principal reports on his annual report.

(10) Permanent record cards of those pupils who received diplomas at the completion of the preceding summer school session should be brought to be microfilmed at the same time as the cards of the current June graduates. However, they must be kept separated from the June graduates and accompanied by a list identifying them accurately according to the diplomas they received.

b. Computing rank in class

The pupil's rank in class should be entered at graduation. The following method, the Bracket Method, is to be used.

Begin with rank (1) for the TOP PUPIL. In cases of ties in rank,

all are assigned the same rank but the next individual is given the rank that should have been assigned if the ties had received successive rank.

| Example: | Student | Grade Point Average | Rank Assigned |
|---|---|---|---|
| | A | 4.0 | 1 |
| | B | 3.97 | 2 |
| | C | 3.97 | 2 |
| | D | 3.97 | 2 |
| | E | 3.94 | 5 |
| | F | 3.90 | 6 |
| | G | 3.90 | 6 |
| | H | 3.86 | 8 |

c. Computing quintile rank in class

Enter the fifth of the class in which the pupil ranked.

Example: 5th for fifth quintile (highest)

4th for fourth quintile

3rd for third quintile

2nd for second quintile

1st for first quintile (lowest)

The pupil who ranks highest, (TOP PUPIL), will be entered in the fifth quintile and the pupil who ranks lowest in the class will be entered in the first quintile.

For verification, refer to page 10 of the "Manual of Instructions for Cumulative and Permanent Records", Volume XXXV, Number 1, Maryland State Department of Education, 1957.

D. The Maryland Certificate of High School Equivalence

Recognizing that out-of-school experiences may contribute to one's educational development, the State Board of Education by authority of the Maryland General Assembly of 1941, issues the Maryland Certificate of High School Equivalence to any non-high school graduate who can meet certain test requirements and other conditions.

A series of General Educational Development Tests that are designed to evaluate the educational progress and competence of an individual is used as a basis for the issuance of the Maryland Certificate. The number and type of tests an applicant must take depends on how many units of study he has completed in regular high school classes. In general, a Maryland High School Equivalence Certificate is issued to an applicant if he scores above a particular required level on the General Educational Development Tests, has lived in Maryland at least one year, and is nineteen years of age. Eight official testing centers are established in Maryland to administer the General Educational Development Tests on the second and third Saturdays of each month. In Prince George's County the tests are administered at the Board of Education, Upper Marlboro, Maryland.

The equivalence program, of course, does not provide an education. It merely offers a means by which past educational experiences may be evaluated and recognized. Through it, thousands of men and women throughout the United States have been encouraged to continue their education; have gone into different vocations or received promotions, and

many who have taken the examinations purely for personal satisfaction have been stimulated to pursue courses in special fields or to develop broader avocational interests.

Applications for the Maryland Certificate of High School Equivalence and information concerning the program may be obtained from the Pupil Personnel Department at the Board of Education.

1. Pupil

Last name | First | Middle | 2. W C / M F Circle

3. Birth — No. Day Year | Residence at birth | Source of birth record — Birth Cer. / Passport / Parent

4. Address (Street or Road) | Post Office | Telephone No.

5. Father's name | Mother's name

Pupil lives with ( ) Both parents ( ) Mother ( ) Father ( ) Other

## 6. ELEMENTARY SCHOOL ATTENDANCE RECORD

| Year | School | County | Age Sept 1 | Gr. | Days Absent | Days Present | Kind of Enr. | Entrance No. | Entrance Day | Cause Late | Withdrawal No. | Withdrawal Day | Withdrawal Cause | From or Ret. | Trans ferred |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |

CR-1 9-57

Maryland ACHIEVEMENT AND ATTENDANCE Record

## 7. ELEMENTARY SCHOOL RECORD

| Grade and Year | Gr. | Yr. | Gr. | Yr. | Gr. | Yr. | Gr. | Yr. | Gr. | Yr. | Gr. | Yr. | Gr. | Yr. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | | | | | | | | | | | | | | |
| LANGUAGE ARTS<br>Reading, Spelling, Handwriting, Oral Language, Written Language, Literature | | | | | | | | | | | | | | |
| ARITHMETIC | | | | | | | | | | | | | | |
| CONTENT SUBJECTS<br>Social Studies, Science | | | | | | | | | | | | | | |
| THE FINE ARTS<br>Music, Art, Crafts | | | | | | | | | | | | | | |
| PHYSICAL EDUCATION, HEALTH, SAFETY | | | | | | | | | | | | | | |

8. Pupil

Last name First Middle

W C | M F

10. Birth

Circle | Mo. Day Year Residence at Birth

11. Last School Attended

12. Parent or Guardian

**Maryland ACHIEVEMENT AND ATTENDANCE Record 9-57 CR-1**

16. Scholastic Record

| Course | 9 | 10 | 11 | 12 | Ex. |
|---|---|---|---|---|---|
| Academic | | | | | |
| General | | | | | |
| Commercial | | | | | |
| Vocational | | | | | |

Year of grad.
Type of diploma
Total graduates
Pupil's rank in class
Quintile

13. SECONDARY SCHOOL RECORD (School accredited by Maryland State Department of Education)

| Subjects | No. of Wks. | Pds. per Week | Lgth of Pd. | Average Term 1 | Average Term 2 | Average Final | Units Earned |
|---|---|---|---|---|---|---|---|
| Gr. 7 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Gr. 8 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Gr. 9 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Gr. 10 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Gr. 11 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Gr. 12 ____ School 19 - | | | | | | | |
| English | | | | | | | |
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| Extra ____ School 19 - | | | | | | | |
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14. Standardized Tests

| Gr. | Date Mo. | Date Yr. | Name of Test | %-ile Rank | Grade equiv. | I.Q. |
|---|---|---|---|---|---|---|
| | | | | | | |
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17. Unit Summary

| | 9 | 10 | 11 | 12 | | Total |
|---|---|---|---|---|---|---|
| ENGLISH | | | | | | |
| SOCIAL STUDIES | | | | | | |
| SCIENCE | | | | | | |
| MATHEMATICS | | | | | | |
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| | | | | | | |
| TOTAL | | | | | | |

18. Passing Mark

No. units required for graduation

Recommended for college

Yes _____ No _____

School accredited by:

Comments and honors

15. Secondary School Attendance Record

| Year | Age Sept. 1 | Gr. | Days Absent | Days Pres. | Kind of Enr. | Entr. Mo. | Entr. Day | Entr. Cause Late | Withdrawal Mo. | Withdrawal Day | Withdrawal Cause | Prom or Ret. | Trans-ported | Address School | Address Post Office |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | |

19. School _____

School Address _____

County _____ Date _____

_____

(Signature) (Title)

MARYLAND STATE DEPARTMENT OF EDUCATION

1. Pupil

Last name | First | Middle

2. W C | M F — Circle

3. Birth

Mo. Day Year | Residence at birth

Source of birth record — Birth Cer. / Passport / Parent

4. Address (Street or Road) | Post Office | Telephone No.

5. Father's name | Mother's name

Pupil lives with ( ) Both parents ( ) Mother ( ) Father ( ) Other

## 6. ELEMENTARY SCHOOL ATTENDANCE RECORD

| Year | School | County | Age Sept 1 | Gr. | Days Absent | Days Present | Kind of Enr. | Entrance Mo. | Entrance Day | Cause Late | Withdrawal Mo. | Withdrawal Day | Withdrawal Cause | From or Ret. | Trans ported |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |
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| 19 - | | | | | | | | | | | | | | | |
| 19 - | | | | | | | | | | | | | | | |

CR-1
9-57

Maryland ACHIEVEMENT AND ATTENDANCE Record

## 7. ELEMENTARY SCHOOL RECORD

| Grade and Year / Teacher | Gr. Yr. | Gr. Yr. | Gr. Yr. | Gr. Yr. | Gr. Yr. | Gr. Yr. | Gr. Yr. |
|---|---|---|---|---|---|---|---|
| LANGUAGE ARTS<br>Reading, Spelling, Handwriting, Oral Language, Written Language, Literature | | | | | | | |
| ARITHMETIC | | | | | | | |
| CONTENT SUBJECTS<br>Social Studies, Science | | | | | | | |
| THE FINE ARTS<br>Music, Art, Crafts | | | | | | | |
| PHYSICAL EDUCATION, HEALTH, SAFETY | | | | | | | |

8. Pupil — Last name / First / Middle

W C & M F — Circle

10. Birth — No. Day Year — Residence at Birth

11. Last School Attended

12. Parent or Guardian

Maryland ACHIEVEMENT AND ATTENDANCE Record 9-57 CR-1

16. Scholastic Record

| Course | 9 | 10 | 11 | 12 | Ex. | |
|---|---|---|---|---|---|---|
| Academic | | | | | | Year of grad. |
| General | | | | | | Type of diploma |
| Commercial | | | | | | Total graduates |
| Vocational | | | | | | Pupil's rank in class |
| | | | | | | Quintile |

13. SECONDARY SCHOOL RECORD (School accredited by Maryland State Department of Education)

| Subjects | No. of Wks. | Pds. per Week | Lgth of Pd. | Average Term 1 | Term 2 | Final | Units Earned |
|---|---|---|---|---|---|---|---|
| Gr. 7 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Gr. 8 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Gr. 9 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Gr. 10 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Gr. 11 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Gr. 12 ____ School 19 - | | | | | | | |
| English | | | | | | | |
| Extra ____ School 19 - | | | | | | | |

14. Standardized Tests

| Gr. | Date Mo. | Date Yr. | Name of Test | %-ile Rank | Grade equiv. | I.Q. |
|---|---|---|---|---|---|---|
| | | | | | | |

17. Unit Summary

| | 9 | 10 | 11 | 12 | | Total |
|---|---|---|---|---|---|---|
| ENGLISH | | | | | | |
| SOCIAL STUDIES | | | | | | |
| SCIENCE | | | | | | |
| MATHEMATICS | | | | | | |
| TOTAL | | | | | | |

18. Passing Mark

No. units required for graduation

Recommended for college

Yes ____ No ____

School accredited by:

Comments and honors

15. Secondary School Attendance Record

| Year | Age Sept. 1 | Gr. | Days Absent | Days Pres. | Kind of Enr. | Entr. No. | Entr. Day | Entr. Cause | Withdrawal No. | Withdrawal Day | Withdrawal Cause | Prom or Ret. | Trans-ported | Address School | Address Post Office |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |

19. School ____

School Address ____

County ____ Date ____

(Signature) (Title)

MARYLAND STATE DEPARTMENT OF EDUCATION

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

The State Department of Education has supplied the schools in the Maryland counties with a manual as an aid in using the new record forms adopted through the State in September 1957.

The supplement, attached, has been prepared by my office and should be used in conjunction with the state manual. During the period of change, both the old and the new forms will be in use. It is imperative that all the schools in the county understand the procedure to be used.

Some statements in the county supplement contradict those in the state manual. However, circumstances in our own county make it advisable and necessary to follow the directions as outlined in the county supplement.

Pupil's records are a very necessary aid in understanding the pupil and helping him in making the most of the learning situation. It is hoped that use will be made of the information which the cumulative records provide.

May I urge you to do your best in keeping these records accurate and up-to-date.

_____
County Superintendent

September - 1960

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

September 1, 1960

To: All Schools

From: Marian E. Lobdell, Supervisor of Pupil Personnel

Re: 1. Residence at time of birth
2. CR-4

1. Residence at time of birth

There has always been a question as to how the schools should record the birthplace of a child who was born in a D. C. hospital but whose parents reside in Maryland.

The question has recently been referred to the State Department of Education for a ruling. We have been notified that the residence of the parent determines the residence of the pupil at the time of birth. Therefore, the parents' address is the child's place of residence at birth.

2. CR-4

As a result of some rather persistent and vocal criticism in some parts of the State, the name and color of the CR-4 form have been changed.

The form was pink and entitled "Maryland Confidential Record". It is now grey and entitled "Teacher Observation Record".

SUPPLEMENT TO STATE MANUAL

## PUPIL CUMULATIVE FOLDERS

The pupil's cumulative folder, which contains a record of his enrollment, attendance, academic and social progress through school, is a very necessary tool in understanding the child and in helping him make a satisfactory adjustment in school. Furthermore, Maryland State Law requires that records be kept and makes the local administrative body responsible for keeping adequate records of all pupils who have been in the schools.

In order to be of any value, the cumulative folder must be up-to-date, accurate, complete, and in the school where the pupil is currently enrolled.

Procedures and forms vary to some degree in the elementary, junior and senior high schools. In order that there may be a clear understanding of procedure to be observed by all schools, a description of the forms, their uses, and the procedures to be used, are given below for elementary, junior high, and senior high schools.

Any questions relative to pupil records should be referred to the pupil personnel worker assigned to the school, the supervisor of pupil personnel, or the supervisor of guidance.

The new forms were started for pupils entering the first and seventh grades in the fall of 1957. In addition, new forms are started for all pupils entering a Maryland school for the first time.

The following time table will indicate the progress of the forms.

| Year | New Forms | | Old Forms | |
|---|---|---|---|---|
| 1957-58 | 1 | 7 | 2-6 | 8-12 |
| 1958-59 | 1-2 | 7-8 | 3-6 | 9-12 |
| 1959-60 | 1-3 | 7-9 | 4-6 | 10-12 |
| 1960-61 | 1-4 | 7-10 | 5-6 | 11-12 |
| 1961-62 | 1-5 | 7-11 | 6 | 12 |
| 1962-63 | 1-6 | 7-12 | none | none |

### ELEMENTARY
### Grades 1-6

CUMULATIVE FOLDER (Manila)

It is the responsibility of the elementary school to start the pupil's cumulative folder when he enters school. If he transfers from another school in this county or from another Maryland county, a request for his cumulative records should be made directly to that school, on the postal card supplied for this purpose. (See Postal Card - page 3). For out-of-state pupils, a similar request should be made for records, and when these are received, they should become a part of the cumulative folder started here. It is IMPORTANT to question children about previous enrollment in any of our county schools or other Maryland schools. Our families move frequently and often return after being in another state or foreign country. These records may then be requested, with the result that the pupil's school history is more complete and helpful.

MD. ACHIEVEMENT & ATTENDANCE RECORD CR1 (Card Stock)

The CR1 card is made out for each child who enters first grade or any child who enters any grade from out-of-state or any non-public schools, after first determining whether or not he has previously attended a Maryland school. Directions for filling out CR1 are found in the September 1957 manual of instructions, prepared by the State Department of Education, pages 6-10.

- over -

The following items 1-6 refer to the old cumulative record card (Form 7154). Teachers should follow these directions in continuing the cumulative records of those pupils not using the new forms.

1. Section 4 - part "B" - Physicians' Findings on Health - need NOT be filled out, since each child now has a separate health card as a part of his cumulative folder.

2. Section 5 - "Comments" - Care should be taken to record only accurate, factual, and constructive statements. All comments must be signed and dated.

3. Section 6 - "Supplementary Data" - Note the list at the bottom right-hand corner of the permanent record card. In addition to these items (1-9), the following may be added:

   10. Speech card
   11. Results of Hearing and Vision Screening
   12. Additional Health cards
   13. Report of School Psychologist

   A folder may contain all or many of the items 1-13 listed.

4. Section 7 - "Elementary School Subject Record" (on the back of the card) - A summary evaluation of each subject for the school year should be recorded, using the following code:

   O - Outstanding achievement
   A - Average achievement
   R - Inadequate achievement

   In the case of a transfer within the county, this evaluation of the child's work should be recorded as follows: Divide the line horizontally, so as to permit two teachers of the same grade, but in different schools, to record their evaluations of the child's achievement in their respective classes. In case the child moves more than once during the year, the next line should be used.

5. Section 10 - "Results of Standard Tests" - The results of all achievement and psychological tests should be recorded with the name of the test and the date it was administered.

6. Section 11 - "Elementary School Attendance Record" - The procedure explained above in 4 - Section 7 - should be used in Section 11 also when a pupil moves during the school year.

   The column headed "Trans" in this section refers to transportation and NOT transfer. This should be checked if the pupil is transported at public expense.

   There is no specific place provided for the home telephone number, but this is important information and should be recorded on the card wherever it is convenient.

**MARYLAND PERMANENT RECORD**

**CR5**

This is a small, white card (4" x 6") called Maryland Permanent Record or CR5. It should be made when the pupil starts school and should be kept up-to-date for each pupil. It remains in the school. There will be a CR5 in each school where the pupil has attended. It will contain attendance items and other information for every year the child attends a particular school. When a child withdraws and his records have been requested by the next school, a notation should be made under Item 4 of this card, stating where and when the folder has been sent. This card should afford ready information as to whether or not a particular child has ever attended a school in the county.

**ELEM. SCHOOL TRANSFER (White-½ sheet) (P. G. Co. form)**

When a child transfers, he takes with him the transfer form, (white - ½ sheet), which is made out when he is ready to leave. This is the only record the child takes with him when he transfers to a new school.

When a pupil withdraws, his records are completed and placed in the inactive file in the principal's office until they are requested by the school receiving the pupil. The principal should make sure the folder is complete and up-to-date and that all irrelevant material has been removed before sending it on. The folder should be securely packaged and plainly addressed to the requesting school. A notation on the front of CR5 (Item 4) which remains in the school, will show where and when the folder was sent.

CUMULATIVE RECORDS SHOULD BE SENT TO SCHOOLS OUT-OF-STATE ON REQUEST WHEN THE PUPIL IS MAKING A PERMANENT MOVE.
Keep either a photostat or paper copy of every record sent out-of-state.

Note: This is contrary to the policy stated in the green manual of instructions, but the problem of storage in the county schools seem to make this procedure not only advisable but mandatory.

**REQUEST FOR RECORDS (POSTAL CARD) (P.G.Co. form)**

This postal card is used by the receiving school when an individual pupil transfers. It informs the former school that the pupil has enrolled and requests that his records be forwarded to the new school.

**TRANSFER OF RECORDS - ELEMENTARY TO JUNIOR HIGH SCHOOL**

The junior high school principal is responsible for requesting the folders of pupils from the elementary principal. This request should be in some written form listing the pupils who have actually enrolled in the junior high school.

ALL OTHER FOLDERS MUST REMAIN IN THE INACTIVE FILE UNTIL REQUESTED BY A SCHOOL WHERE THE PUPIL IS ENROLLED.

**MD. RECORD FOR A HANDICAPPED CHILD CR6**

Cards are made out for handicapped children in all schools. Directions for filling out these cards are given on pages 18 and 19 of the green manual and, in addition, directions are sent from the county office. This card should be included in the cumulative folder and passed on to the next school when the pupil transfers.

**STANDARDIZED TEST RECORD (P.G.Co. form)**

This is a county form. All information should be entered on the spaces provided. This form should be used for the same students using the new state forms.

## JUNIOR HIGH SCHOOL
### Grades 7-9

MD. ACHIEVEMENT AND ATTENDANCE RECORD

CR1

The junior high school principal should see that the secondary side of CR1 is started for each pupil entering the seventh grade from the feeder elementary schools and for any other junior high school pupils not previously enrolled in a county school. This card should then become a part of the pupil's cumulative folder, which has either been obtained from the elementary school or started in the junior high school. A new pupil should be questioned carefully to determine whether or not he has previously attended a county school. Obtaining records will then provide the present school with a more complete picture of the pupil's education and prevent needless duplication in some instances.

COMPLETING RECORDS

Each principal is responsible for the accurate completion of all folders. A careful check should be made to see that all data has been recorded and that all irrelevant material has been removed from the folders by the end of a school year and before they are sent to another school.

BIRTH DATE

The junior high school principal should check the pupil's birth date carefully with the elementary cumulative record card before entering it upon the CR1 and require verification from the family by official record, if there is any question about the birth date.

Any school in the county desiring the record of an individual pupil who has transferred from another school should make this request in writing to the school from which the pupil has transferred. The postal card provided by the county office may be used.

When the junior high school requests records in the fall from the elementary school for the entering of seventh graders, it should make this request in some written form. The junior high school may want to use the lists of pupils being promoted which was sent to them in the spring of the year by their feeder elementary schools along with their feeder cards.

MARYLAND PERMANENT RECORD

CR5

The Maryland Permanent Record (CR5) provides the junior high school with space (Item 8) for recording the marks and the credits earned when a pupil is enrolled in grade 9 (see top of page 17 in the manual of instructions). A CR5, which is to be made out for each junior high school pupil, remains in the school where the pupil is enrolled. A notation should be made on the card (Item 4) when the pupil withdraws, where and when the folder has been sent.

When a new junior high school is opened during a school year, a CR5 card for each pupil should be left in the original school to indicate that this pupil is now enrolled in the new junior high.

For example: In the fall of the year school X opens on double shift but with two separate schools, School X1 and School X2, actually operating under one roof. In January, SchoolX2, section moves out of the building into a new school building. A CR5 card should be left in School X, noting that the pupil was originally in School X but is now in School X2.

If the school feels that the CR5 is insufficient when a pupil withdraws, a photostat or duplicate copy of the CR1 should be made to be retained in the school (page 17 - Item c - manual of instructions).

DUPLICATE RECORDS (Photostat)

If the junior high school (9th grade, in particular) feels that a copy of the permanent record card should be kept in the original school when a pupil transfers, a photostatic copy of the permanent record card (both sides) should be made and kept in the school.

Care should be taken to see that the writing is legible so that the photostat will make a good copy. The folder, including the original permanent record card, should be sent to the receiving school.

MD. RECORD FOR A HANDICAPPED CHILD CR6

Cards are made out for handicapped children in all schools. Directions are given on pages 18 and 19 of the green manual for filling out these cards and, in addition, directions are sent out from the county office. This card should be included in the cumulative folder and passed on to the next school when the pupil transfers.

GREEN TRANSFER ½ SHEET (P.G.Co. form)

When a pupil transfers during the year from one school in the county to another, he should obtain a transfer slip (green-½ sheet) to take with him to the new school. This will enable the receiving school to place him in the proper grade. The pupil's cumulative folder should then be requested as soon as possible, in writing, or on the postal card supplied by the county office.

## SENIOR HIGH SCHOOL
### Grades 10-12

MARYLAND CUMULATIVE FOLDERS AND PERMANENT RECORD CARD

FORM 7142 OR CR1

The senior high school principal should see that cumulative folders, including the high school record card, or CR1, of all tenth grade pupils are obtained from the feeder junior high schools as soon as possible after the opening of school in September. The request for the folders should be in some written form. If the pupil is new to the county, a new CR1 card should be made out and a folder started. The new pupil should be questioned carefully to determine whether or not he has previously attended any county school, i.e., elementary, junior high, or senior high. Obtaining these records will then provide the present school with a more complete picture of the pupil's educational background.

GREEN TRANSFER ½ sheet (P.G.Co.form)

When a pupil transfers from one school within the county to another during the school year, he should bring to the receiving school a transfer slip (green ½ sheet) from his former school. This will enable the new school to place him in the proper grade when he arrives.

REQUESTING FOLDERS

When a pupil is transferred to another school within the county or state during the school year, the receiving school should request the pupil's folder in writing, or on the postal card, provided by the county, from the sending school. Upon receipt of this written request, the sending school will send the cumulative folder, including the original cumulative record cards to the receiving school. The sending school should make a dated notation on the photostatic copy (remaining in the school) or on CR1 (paper form) of the school to which the folder was sent.

- over -

| | |
|---|---|
| MD. RECORD FOR A HANDICAPPED CHILD CR6 | Cards are made out for handicapped children in all schools. Directions for filling out these cards are given on pages 18 and 19 of the green manual and, in addition, directions are sent from the county office. This card should be included in the cumulative folder and passed on to the next school when the pupil transfers. |

September 1960

Pupil Personnel Department

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

## REQUEST FOR RECORDS

PG-13

This is to notify you that _____
(name of pupil)

entered _____
(name of school)

_____
(address of school)

Prince George's County Maryland, on _____
(date)

Please send the record of this pupil to me at the address indicated above. Your co-operation in sending this record promptly will be greatly appreciated.

Signed _____ _____
Principal Date

| 1. Pupil | W C / M F | Birth | | Maryland CR-2 PERSONAL DATA Record 9-57 |
|---|---|---|---|---|
| Last name First Middle | Circle | Mo. Day Yr. | Residence at birth | Group experiences before entering school |

| 2. Father or Guardian | | | 4. Person and Telephone Number to Be Called in Case of Emergency |
|---|---|---|---|
| Name | Education | Occupation | |
| 3. Mother (Maiden name) or Guardian | | | |
| Name | Education | Occupation | |

| 5. Parental and Occupational Changes | 6. Brothers and Sisters (in order of birth) | | | 7. Picture (Date_____) |
|---|---|---|---|---|
| | Name | Date of birth | Residence at birth | |
| | | | | |
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## 8. ELEMENTARY SCHOOL ACTIVITIES AND CITIZENSHIP RECORD

| 8a. School Activities and Citizenship | | | | 8b. Community Activities | | | |
|---|---|---|---|---|---|---|---|
| Date | Gr. | School | Notations about interests, work and social habits, participation in music, art, games, hobbies, student government, safety patrol, etc. | Date | Gr. | School | Notations about out-of-school interests and participation in church groups, scouts, music, dancing, art, etc. |
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Last name First Middle

Record 9-57

## 9. SECONDARY SCHOOL ACTIVITIES AND CITIZENSHIP RECORD

### 9a. School Activities and Citizenship

| Date | Gr. | School | Notations about interests, work and social habits, kind of leadership or participation in class organization, homeroom, student council, band, orchestra, club, chorus, publications, interschool or intramural sports, etc. |
|---|---|---|---|
| | | | |
| | | | |
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PG 15

FOR SCHOOL USE ONLY

Source of birth record:
Certificate____ Parent___
Passport _____ Other ___
Evidence of birth seen by:

Name Date

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

PUPIL QUESTIONNAIRE

FOR SCHOOL USE ONLY

Date of Enrollment Gr.___
Transported_____ Bus No.___
Federally Connected_____

Boy___
Girl___

I NAME OF PUPIL _____
(Encircle preferred name) Last First Middle

Date of Birth _____ Place of birth _____
Residence of Parent at Child's Birth _____
Present Address _____
Street or Road Postoffice Address
Home Phone _____ (If no phone, nearest neighbor's Name _____
Phone _____
School last attended:
Name of School _____ Grade _____ Date last attended _____
Address of School _____
Has this pupil ever attended any Maryland school? Yes ( ) No ( )
If yes, give _____ _____ _____
Name of School Address Date

II FATHER OR GUARDIAN _____
Last First Middle

Education of Father: Elementary School ____ High School____ College____ Other___
Name of Firm or Agency _____ Telephone _____
Occupation of Father _____ U S Gov't____ Other _____
Business Address _____

III Mother or Guardian _____
Last First Maiden

Education of Mother: Elementary School____ High School ___ College ___Other_____
Name of Firm or Agency _____ Telephone_____
Occupation of Mother _____ U S Gov't ____Other____
Business address _____

IV PUPIL LIVES WITH: (CHECK)
Natural parents___ Natural parent & stepparent ___ Natural parent___ Stepparent____
Other (Relative, non-relative, explain) _____
If child is in a foster home, by whom placed ( ) ( ) ( ) ( )
Name & Parent PG Welfare DC Welfare Other
Address of foster parents _____

V BROTHERS AND SISTERS (in order of birth) (To be filled in by parents)

| NAME | DATE OF BIRTH | PLACE OF BIRTH |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

over

VI PUPIL'S PARTICIPATION

School Activities

_____ Homeroom organization
_____ Class organization
_____ Student Council
_____ Dramatics
_____ Glee Club
_____ Band
_____ Intramurals
_____ Other (explain) _____

Community Activities

_____ Scouts
_____ "Y"
_____ Church groups
_____ 4-H
_____ Sports
_____ Other (explain) _____

Leisure time activities and special interests:

_____

_____

VII PUPIL'S VOCATIONAL PREFERENCE _____

PARENTS' VOCATIONAL PREFERENCE FOR PUPIL _____

VIII WORK EXPERIENCE, INCLUDING SUMMER WORK

| Date | Grade | Employer | Type of Work | Hours per week |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

IX IN CASE OF EMERGENCY, WHOM SHOULD THE SCHOOL NOTIFY FIRST? (The home, either parent, relative, etc.)

NAME _____ TELEPHONE _____

ADDRESS _____

BUSINESS ADDRESS _____ TELEPHONE _____

IN CASE THE ABOVE PERSON CANNOT BE CONTACTED, WHOM SHOULD THE SCHOOL CALL?

NAME _____ TELEPHONE _____

Family Physician _____ Telephone _____

If your family physician is not available, does the school have your permission to call another physician, if necessary? YES ( ) NO ( )

Hospital of choice _____

Address _____

_____

Signature of Parent or Guardian

_____

Date

## III. The Information Service

The information service makes occupational, educational, and personal-social information available to pupils, parents, faculty, and other interested persons.

### A. Types of Materials

An important consideration in the development of the information service is the selection of prepared materials of an occupational, educational, and personal-social nature. A wide variety of such materials is available from commercial, governmental, and professional sources. Selection involves consideration of balance, individual school needs, readability, and budget.

A planned information service program will differ from school to school in its emphases. One school, operating for several years, will cull and update; another will fill "gaps"; a third will provide for "spread."

Each guidance office library contains materials from each of the following classifications:

#### Occupational

- Occupational briefs, abstracts, guides, monographs
- Wall charts, posters, graphs, pictures
- Periodicals
- Filmstrips, films, records, tapes
- Book describing occupations and families of occupations
- Procedures about how to get a job
- Work permits (D.C., Md., Va.)
- Social security number requests

#### Educational

- College and university catalogues
- Directories of special institutions of higher education

. Directories of private schools
. Directories of technical schools
. Directories of junior and community colleges
. Information booklets on college entrance examinations
. Summaries of scholarships and loans
. Brochures on "how to"--get into college, pass entrance examinations
. Information on high school equivalence certificates
. Posters, charts, graphs, pictures, films and filmstrips
. Booklets with study habit suggestions
. Pamphlets dealing with college life

Personal-Social

. Booklets on personal and social adjustment
. Films and filmstrips on topics such as dropouts, family patterns
. Posters, charts, graphs, pictures
. Booklets on personal hygiene, good grooming, and social adjustment

Professional

. Publications in the fields of psychology, guidance, sociology, anthropology, education, philosophy, physiology, economics
. Periodicals
. Convention reports
. Research studies, techniques of research and statistics
. Studies of guidance programs, physical facilities for school guidance services
. A file of all county publications which describe, among other topics, the subject curricula, the philosophy of the county and its educational organization, annual reports and special projects
. A file of examples of county guidance activities with sources of additional information about their implementation

B. Acquisition of Materials

Materials for the guidance program are acquired through purchase and through requests for free materials from the State, the County, private enterprise, national organizations, colleges, and post-high school educational institutions.

Purchasing Materials:

The Prince George's County Board of Education provides each secondary school with an allotment for the purchase of guidance materials.

Currently, each school receives $.25 per pupil, computed on the October 30 pupil enrollment. Clerical supplies of a routine nature are purchased with this allotment.

Materials are purchased by the secondary school guidance departments in the individual schools in the following two ways:

1. Board of Education purchase orders

Each school principal has a supply of Board of Education purchase orders. The guidance clerk, supervised by the counselor, should complete the purchase order, have it signed by the principal and send it directly to the Supervisor of Secondary School Guidance. After the purchase has been approved by both the Supervisor and the Director of Pupil Services, the materials are ordered and paid for by the Board of Education's Purchasing Department. The amount is charged against the school's guidance allotment.

2. Guidance Department reimbursement forms

The Supervisor of Secondary School Guidance provides forms for requesting reimbursement for materials bought and paid for directly by the schools. Only stationery supplies and similar small items may be purchased and reimbursed in this manner. Career Day, College Night, and orientation costs may be reimbursed with the approval of the principal. When in doubt regarding the suitability of any purchase, the counselor may contact the Supervisor before ordering.

The request form must be itemized, signed by the principal, and sent to the Supervisor of Secondary School Guidance. The reimbursement

check will be sent to the principal and the amount charged against the guidance allotment.

## Miscellaneous Information Regarding Purchasing

If materials do not arrive within a reasonable time, the Supervisor must be called to trace the order. Information should include purchase order number, date of order, exact address of company, and exact description of materials ordered. The central office has no means of knowing that materials have not arrived except through the diligence of the guidance staff.

Subscriptions to Science Research Associates and Chronicle cannot be made on a continuing basis or as a renewal but must be ordered through a purchase order each year. If a continuing subscription is now in operation, it must be canceled by letter to the company and then reordered as outlined.

Each guidance clerk should maintain a current price list from publishers so that prices may be entered on each purchase form.

Each guidance department should maintain an accounting system that is up-to-date and accurate. During the summer, the Supervisor notifies each school of the estimated amount of allotment so that purchasing can be done for the new term. The actual allotment figure will be sent by the Supervisor based on the October 30 enrollment.

The usual deadline for submitting purchase orders is March 15.

The usual deadline for submitting reimbursement requests is April 30.

## Additional Suggestions and Procedures

. Free materials are available from many sources.

. Request at least three copies of free materials. Give one to the librarian, keep one in the open file, and the other in a personal file.

. Work with the librarian to synchronize purchasing and filing systems.

. Share materials with subject area teachers. Request their help.

. Canvass local industries and agencies for materials. Student assistants, carefully selected and instructed, are helpful. Parents have business affiliations which may have free brochures.

- Use the facilities of National Education Association, American Personnel and Guidance Association, Department of Labor, and other agencies. There is a gold mine of free materials and bibliographies in Washington.

- Keep a current file of Armed Forces materials and displays.

- Cull the files at least once a year.

- Borrow books and pamphlets from the County Supervisor to examine for possible purchase.

- Investigate the use of films and filmstrips. The Materials Center, Bladensburg, has a Supervisor who will help in providing films, instructing in use of instruments, and suggesting programs for use of audio-visual aids.

- Maintain an open alphabetic file of occupational materials. Each folder should be cross-referenced in order that pupils acquire an idea of families and related occupations. This file should, if possible, have the same filing system as the library. It should be alphabetized and should use simple descriptive titles.

C. Procedures and Devices for the Dissemination of Information

Guidance information is disseminated to groups and to individuals. Group guidance when effective, in many instances leads to individual counseling in order that the pupil may be helped to apply the information gained in the group situation to his individual needs. Conversely, individual counseling may spark the individual's becoming part of a group with similar interests.

Procedures and devices are as follows:

Career Days, Career Conferences
College nights
Armed Forces assemblies
Campus visits
Visits to industries
School visits by government, college and industrial personnel
Audio-visual materials, displays
Clubs

Contests
Units in subject classes; occupational implications of subject areas
Counseling interviews, parent conferences, faculty conferences
Community surveys
Scholarship surveys
Orientation procedures for junior high school
Orientation procedures for senior high school

Additional Suggestions and Procedures

. Include Kiwanis, Rotary, Lions Club, and other community organizations in arranging Career Days and Conferences.

. Career Day and College Night may be programs which involve several schools.

. "College-of-the Week" bulletin boards are effective. Colleges will send collections of pictures as a loan.

. Displays such as a large reproduction of a job application form stimulates interest.

. Particularly at the junior high school level, role playing and acting out themes such as "Applying for a Job" for assembly programs are effective.

. Maryland State Employment Service is available for employment testing and counseling.

. Government, college, and industrial personnel visit the school at lunch time when interested students are free to approach them.

. A well publicized, scheduled series of career conferences is useful. Held after school, such a series may replace the larger Career Day in alternate years.

. The State Department of Education makes materials available for loan.

. Coordination of the acquisition, housing, and distribution of guidance materials with the librarian is essential.

Orientation Procedures for Junior High School:

. Sixth graders visit the junior high school.

. Handbooks and other printed information explaining facets of the junior high school program presented to sixth grade pupils and their parents.

. Parents of elementary school pupils are invited to the junior high school P. T. A.

. Junior high school personnel speak to the elementary school P. T. A.

. Junior high counselors and other school personnel exchange visits, materials, and ideas designed to help pupils effect transition.

. Junior high school counselors and other school personnel visit the elementary feeder schools and speak with sixth graders.

. Junior high school seventh graders act as hosts to incoming elementary school sixth graders.

Orientation Procedures for Senior High School:

. Junior and senior high school personnel meet to discuss curriculum offering.

. Printed materials provided by the County Office distributed to prospective tenth graders and parents.

. Senior high school personnel visit and speak with junior high pupils.

. Junior high school pupils visit the senior high school.

. Pupils from the Future Teachers of America (F. T. A.), Future Homemakers of America (F. H. A.), and Future Nurses of America (F. N. A.), Student Council, and other school organizations sponsor the orientation of junior high school pupils.

. Orientation assemblies.

. Preliminary registration and course selection for the tenth grade in the senior high school conducted at the junior high school in the spring preceding entrance to senior high school.

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

GUIDANCE REIMBURSEMENT REQUEST

Date _____

| Check Number | Date Paid | To Whom Paid (Name of Company) | For What Purpose (Materials Purchased) | Amount |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
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| | | | | |

Please reimburse for guidance expenditures the amount of _____
Total

Reimbursement Requested By _____

Approved:

_____
(Supervisor)

_____
(Director of Pupil Services)

Signed _____
(Principal)

School _____

School Address: _____

_____

## IV. The Placement Service

Placement service is considered on two fronts (1) providing the pupils, individually and in groups, with information to facilitate the implementing of post-high school educational and occupational plans; and (2) distributing data to prospective employers and post-high school admissions personnel.

### A. Educational and Occupational Placement

Refer to Part II, "The Information Service", pages 43 - 49 for listings of materials, devices and procedures for use in providing information regarding educational and occupational placement.

### B. Distribution of Data to Employers and Post-High School Admissions Personnel

Sending high school records to employment officers, transcripts to post-high school educational personnel, test results to scholarship committees and letters of recommendation is the responsibility of the guidance staff. The burden of this part of the service falls upon the senior counselor who supervises the guidance clerk in a cooperative attempt to answer all pertinent queries.

Additional Responsibilities of Counselors:

- Counseling regarding occupational and educational directions.
- Organizing group guidance programs with emphasis on occupations, careers, full and part-time jobs, post-high school educational opportunities.
- Conducting follow-up studies to obtain destination data of pupils.
- Establishing liaison with representatives of various groups such as community agencies, business, industry, Armed Forces, and institutions of higher learning.

County Board of Education policy requires a clearance from the Superintendent of Schools, through the principal, before any agency is

admitted into the school. Similarly, lists of graduates or employable pupils cannot be released to individuals and agencies outside the school system without such permission. The principal must request clearance from the Superintendent through a written communication.

- Additional Suggestions and Procedures

The following are suggestions relating to occupational placement services:

- The guidance staff cooperates with the Maryland State Employment Service which administers the General Aptitude Test Battery (G. A. T. B.) annually to graduating seniors who do not plan to attend any post-high school educational institution and who have no promise of employment. The Employment Service carries on the testing, test interpretation, and counseling within the individual schools. It is the responsibility of the senior counselor to initiate the contact with the Employment Service, to screen the pupils for testing and to see to it that the pupils report any employment secured to the Employment Service. This reporting back to the Service must be done whether or not the employment was the direct result of registration with the Service. The Service can receive statistical credit for the counseling.

- The United States Civil Service Commission administers clerical aptitude and skills tests to graduating seniors. This service is usually conducted through the commercial department within the schools. In some instances, the guidance counselor facilitates the program.

- The United States Armed Forces administer aptitude tests to interested graduating seniors. The guidance staff organizes the program.

- Government agencies provide descriptions and information about job openings. The guidance staff makes this information available to pupils.

- The United States Employment Service provides a youth division for registration for employment. The counselors make periodic inquiries to provide up-to-date information for summer and year-round employment opportunities.

- Placement services, such as that of B'nai B'rith, contact guidance departments and the counselors make their existence known to pupils.

- Local businesses provide job opportunities for pupils. The guidance staff uses its discretion in assessing the firm's reputation and the nature of the job before recommending individuals.

- Counselors are alert to new business opportunities within the community and enlist the support of these businesses in providing employment for young people of the community.

- The local Chambers of Commerce are available for assemblies, Career Day, and the like. Combining forces with the business education department, the guidance department makes use of these resources.

The follcwing are suggestions regarding educational placement services:

- The guidance staff maintains an up-to-date file of college and post-high school educational institutions' catalogues and supervises their use.

- The guidance staff makes visits to post-high school institutions.

- The guidance staff uses the school staff as resource persons for educational placement.

- The senior counselor arranges for interviews, visits to post-high school institutions, and group activities to provide for orientation.

- The senior counselor summarizes the teacher appraisals and sends out transcripts to accompany students' applications to post-high school institutions.

- The trend is toward the realization that counseling and screening for potential college-bound pupils must begin early in the secondary school career. Actually, the first general introduction to the subject is presented in the junior high school and, as the years go by, the information and screening becomes more specific until the actual applications are processed.

- Opportunities for night classes, extension courses, and in-service training within industries are made known by the guidance staff.

- Scholarship and self-help programs are presented to pupils.
- Parents are involved early and continuously in discussions about post-high school plans. The guidance department facilitates the decisions made by the parents and the pupils.

## V. The In-Service Training Service

The school administration assumes the responsibilities for initiating the school's in-service training program, providing materials and time for planning and preparation, and evaluating the program's effectiveness. The in-service education program attempts to provide a continuous rather than a spasmodic approach. An in-service program is most effective when the entire staff or representatives are involved in the planning, implementation, and evaluation. A superimposed in-service training program loses much of its value and results in lessened motivation for subsequent programs. Since in-service education is designed to meet the needs of the individuals within the system, these needs are identified and evaluation is in terms of their satisfaction.

### A. Staff In-Service Training

At the invitation of the principal, the counselors participate in the school's in-service training programs in the following ways:

Acquainting the staff with the functions of the guidance program through faculty meetings, departmental meetings, and conferences.

Presenting the faculty with data and information about pupils.

Being resource persons for occupational, educational, and personal-social materials.

Serving on committees composed of teachers and guidance personnel for conducting research and pilot studies.

Providing information regarding county and local referral services.

B. Counselors' Professional Improvement

The counselor, concerned with continuing self-evaluation and professional growth and development, participates in professional improvement programs which include:

State guidance staff contacts.

Supervisory contacts.

Participation in the semi-annual County In-Service Programs.

Courses at colleges and universities.

Non-academic work experience.

National Defense Education Act (N. D. E. A.) Institutes.

Grade level conferences of guidance personnel.

Membership on county committees such as College Visit's, "Guidelines" Revision, Records Committee.

Committee membership on state and national levels.

Membership and participation in professional organizations, subscriptions to literature in the field.

## VI. The Evaluation and Research Service

Evaluation requires a clear-cut understanding of the goals and objectives of guidance and of the specific guidance services. The guidance staff evaluates its present practices and from this evaluation initiates, discards, retains, and modifies procedures within the framework of County policy.

A. Evaluative Criteria

Evaluation is complex and the following questions are posed as evaluative criteria:

How adequate are provisions of personnel, quarters, and materials for the support of a comprehensive guidance program in the school?

How well are the facilities and resources available being utilized to provide adequate guidance services to individual pupils?

To what extent is the school integrating its guidance services with general school objectives and using guidance services as a tool in total school development?

To what extent does the guidance program operate as an integral part of the County and State concept of pupil services?

Methods of evaluation include instruments of various kinds, interviews, polling of opinions, controlled research experimentation, longitudinal studies of outcomes. At the local school level, evaluation most often proceeds informally. At the secondary school level, the County provides for Evaluation Studies of specified schools according to a schedule.

Where the evaluation arises from an expressed need and is carried on cooperatively with other members of the school personnel, it has a distinct advantage and probability of being understood and implemented.

B. Suggested Areas for Evaluation

Suggested areas of evaluation which need attention are:

Pupil Progress: Indications of growth in the ability to set realistic educational and occupational goals. Improved personal-social adjustments, attitudes, and academic progress. Evidence of growth in terms of working to capacity.

Teacher Understanding and Interest: Evidences that the guidance program provides data and stimulates the use of these data to aid in the development of better interpersonal relationships with pupils.

Post-high School Destinations: Evidence of congruence between the pupil's educational and occupational progress and the counseling service. Follow-up of job and post-high school mobility over five and ten year periods--or over some determined period of time.

Evaluation and research are closely associated. For present purposes guidance research is defined as a systematic investigation of guidance practices conducted by competent personnel in an attempt to solve problems. Research technique consists of defining the problem, hypothesizing, developing a design to test the hypotheses, getting evidence and generalizing from this evidence. Research to implement evaluation and to indicate direction applies to the areas mentioned above. Research projects are not to be instituted without prior permission of the Research Committee of the Board of Education.

C. Follow-up

Follow-up is an important general research technique. The State of Maryland requires an annual follow-up study indicating educational and occupational destinations of the preceding June graduates. At the county level, the educational destination data have been expanded to include classifications by state and by areas of specializations. These data are intended for use in curriculum planning as well as in counseling regarding post-high school higher education. There is always a need for follow-up that traces the pupils' educational and occupational destinations over a protracted period of time.

## Additional Suggestions and Procedures

- Each guidance department should keep a file of county follow-up reports to use to construct a chart of data about its particular school.
- Implications of the follow-up reports can be effective faculty meeting material.
- Schools which are to be evaluated by the Evaluation Committee can consult with schools having just completed evaluation.

# PART III

## THE GUIDANCE PROGRAM: CLERICAL RESPONSIBILITIES

### I. The Report of the Guidance Personnel Committee

In the summer of 1963, a committee of guidance personnel conducted a survey of the functions that are currently being performed by the guidance clerks and counselors in the secondary school guidance offices. From the results of the survey, the committee constructed a questionnaire check list of clerical tasks and requested that each secondary school counselor-clerk team rate the amount of attention given to each item with an indication of who, in the guidance office, performs the task.

The analysis of the replies revealed that the clerical duties can be grouped under three headings (1) tasks which should be performed primarily and almost exclusively by the guidance clerk; (2) tasks which are best performed with a dual responsibility involving both clerk and counselor; and (3) tasks which depend upon assignment by the principal of each school.

The committee constructed a chart of the clerical tasks that are most frequently performed in the guidance offices and assigned priority consideration under the three headings mentioned above. It should be remembered that it is not possible to give a complete job description of the guidance clerks of the County since each guidance department meets the needs of the particular school which it is serving. However, the chart should be useful in planning the assignment of responsibilities and in timing the various tasks which need to be done.

## Additional Suggestions and Procedures

- Guidance clerks follow the same patterns of salary scale, hours of work, and adherence to in-school rules and regulations as do the general office clerks.

- The summer work schedule is subject to adjustment in relation to the needs of the particular school and Board of Education policy. It is usual for the guidance clerk to spend some time at work during the summer. However, in some instances, at the discretion of the principal, replacements have been provided.

- Student assistants may be used in the guidance office. However, they must be chosen carefully and be instructed in their duties and responsibilities. They must not be involved with records of pupils who are in or out of school.

- Care should be taken not to burden or place too much responsibility upon student assistants.

- In those instances, checked on the Chart I., The Guidance Program: Clerical Responsibilities, where there is dual responsibility of clerk and counselor, the final responsibility rests with the counselor. For example, although the clerk may type the diploma lists, the senior counselor is responsible for their accuracy.

It is increasingly evident that the guidance clerk is an important part of the secondary school guidance program in the County. The guidance clerk is the liaison between the guidance staff and pupils, teachers, administration, parents, and the public. She helps to provide the kind of atmosphere and surroundings that make it possible for the guidance staff to perform its primary function--helping pupils.

# CHART I
## THE GUIDANCE PROGRAM: CLERICAL RESPONSIBILITIES

| | Clerk | Counselor | School Policy Determines |
|---|---|---|---|
| **I. RECORDS** | | | |
| A. Cumulative records (CR-1, C R-2) | | | |
| 1. New pupils | | | |
| (a) Request records for new pupils CR-1 | X | | |
| (b) Make folders; type name & information on | X | | |
| (c) Check folders and PRC from feeder school | X | X | |
| (d) File (1) folder (2) CR-1, CR-2 | X | | |
| 2. Continuing pupils | | | |
| (a) Enter grades or attach grade stickers | | | X |
| (b) Enter summer grades | X | | |
| (c) Homeroom placement | | | X |
| (d) Complete information required-update | X | X | |
| (e) File in new homeroom folders | X | | |
| (f) Check and correct machine scored grades | | | X |
| 3. Withdrawals and graduates | | | |
| (a) Collect all cards | X | | |
| (b) Close out with exact information on cards | X | X | |
| (c) Send transcripts when requested | X | | |
| (d) File | X | | |
| 4. Compute | | | |
| (a) Point average | X | X | |
| (b) Rank in class and quintile | X | X | |
| (c) Record on CR-1 | X | X | |
| B. Intra-school records | | | |
| 1. Complete, check and file | | | |
| (a) Schedule cards | X | X | |
| (b) Promotion sheets from feeder school | X | X | |
| (c) Homeroom lists | | | X |
| (d) Pupil personnel information | X | X | |
| (e) Graduation lists | X | X | |
| 2. Record schedule changes and file | X | | |
| 3. Channel records to: | | | |
| (a) School nurse | X | | |
| (b) Administration | X | | |
| 4. Circulate progress reports to teachers | X | X | |
| 5. Request homework for absentees | X | | |
| 6. Prepare probation reports | X | X | |

| | Clerk | Counselor | School Policy Determines |
|---|---|---|---|
| **II. TESTING PROGRAM** | | | |
| A. Group; college; scholarship; employment | | | |
| 1. Prepare materials for testing program (Indicate A-National tests; B-County tests) | | | |
| (a) Count | X | | |
| (b) Type name lists | X | | |
| (c) Prepare make-up lists | X | | |
| (d) Mail answer sheets | X | | |
| (e) Record test scores | X | | |
| (f) Arrange for distribution of test results to students and faculty | | X | |
| **III. FILING** | | | |
| A. Maintain the following: | | | |
| 1. Alphabetic CR File Cards | X | | |
| 2. Schedule cards | X | | |
| 3. CR folders | X | X | |
| 4. Withdrawal file | X | X | |
| 5. Graduate file | X | X | |
| 6. General files: | | | |
| (a) Careers (occupational, trade) | X | X | |
| (b) Educational (post-high school; catalogs) | X | X | |
| (c) Correspondence | X | | |
| (d) Cross reference | X | | |
| **IV. SUPPLIES** | | | |
| A. Maintain records of: | | | |
| 1. Requisitions | X | | |
| 2. Budgets | X | X | |
| 3. Check on receipts of orders | X | | |
| 4. Inventories | | | |
| (a) Testing supplies | X | | |
| (b) Books | X | | |
| 5. Mimeographed and printed forms | X | | |
| 6. Office supplies | X | | |
| **V. NOTICES; LISTS; CORRESPONDENCE** | | | |
| A. Letters | | | |
| 1. Failure | | | X |
| 2. Conference | X | X | |
| 3. General correspondence | X | X | |
| B. Check-out of school and vocational materials | X | | |
| C. Collecting of lists for | | | |
| 1. Interviews | X | | |
| 2. Awards | X | | |
| 3. School visitation (open house) | X | | |
| 4. Employment tests | X | X | |
| 5. Failures | X | X | |
| 6. Summer school | X | | |

| | Clerk | Counselor | School Policy Determines |
|---|---|---|---|
| VI. RECEPTIONAL DUTIES | | | |
| A. Scheduling student interviews | X | X | |
| B. Telephone | X | | |
| C. Training of office helpers | X | | |
| D. Greeting employer interviewers | X | | |
| E. Greeting parents | X | | |
| F. Greeting teachers | X | | |
| G. Sending PTA notices | | | X |
| VII. MISCELLANEOUS | | | |
| A. Bulletin Board responsibilities | X | X | |

# PART IV

## CONCLUDING STATEMENT: PRESENT STATUS OF THE GUIDANCE PROGRAM

An analysis of the Prince George's County secondary school guidance program reveals the following strengths:

It is coordinated with the other important divisions of pupil services under a Director of Pupil Services. The divisions of Pupil Personnel, Psychological Services, Health Education and Health Services, and Guidance comprise the Department of Pupil Services. Such lateral organization provides for communication and articulation that minimizes duplication and helps to provide a clearer definition of the scope and limits of the several divisions.

The counselors are becoming increasingly able to concentrate on counseling (individual and group) because of the following:

The county-wide testing service which orders, scores, and provides test data in usable form.

The extension of clerical assistance in the guidance offices.

The addition of counselors to provide a more realistic ratio of counselors to pupils.

The extension of guidance service in the schools to include summer coverage--in part in some schools and in full, in others. Guidance clerks assist during the summer.

Provision of additional building space, facilities, and materials throughout the County.

In addition to the components of the Pupil Services Department,

supplementary services in the areas of Special Education, Reading and Study Skills, Audio-Visual Aids, and Child Study are increasing each year.

There exists coordination with community agencies such as the Department of Health for consultation, diagnosis, and therapeutic treatment. Cooperation exists with the Family Service and with the National Institutes of Mental Health.

The County Board of Education and the administration support budgetary requests.

The professional training of guidance personnel is increasing.

A close relationship between the State and County guidance organizations exists.

There is continual involvement of guidance personnel in planning, implementing, and evaluating the guidance program as it relates to the objectives of the total educational program of the County.